

Humpty Dumpty Pre-School

Inspection report for early years provision

Unique Reference Number	122634
Inspection date	04 May 2007
Inspector	June Fielden
Setting Address	St Johns Church Hall, London Road, Felbridge, Surrey, RH19 2QT
Telephone number	01342 313623
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Registered person	Humpty Dumpty Pre School
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

At the time of the inspection there were no children on roll. Ofsted judges that the provider remains suitable to provide care and nursery education.

WHAT SORT OF SETTING IS IT?

Humpty Dumpty Pre-School is run by a committee. It opened in 1968 and operates from a large hall at St John's Church in Felbridge, Surrey. A maximum of 20 children may attend the pre-school at any one time. The pre-school is open Monday, Wednesday, Thursday and Friday, from 9:30 to 12:30, term time only. The Thursday morning session is for older children only, as a preparation for full time schooling. All children share access to an enclosed outdoor play area.

There are currently 21 children aged from two to under five years on roll. Of these, 19 children receive funding for early education. Children come from a wide catchment area. The pre-school currently supports children with learning difficulties and disabilities.

The pre-school employs seven members of staff. Of these, five hold appropriate early years qualifications and one is working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health is maintained through the effective hygiene routines which staff have in place. Children wash their hands before eating, and use liquid soap and paper towels, to prevent the risk of cross-contamination. The pre-school's accident and medication records are well completed. Staff obtain written permission for emergency medical treatment of children, to safeguard their wellbeing.

Children bring their own water bottle to the pre-school, which they can use at any time, to ensure they are not thirsty. Children's snacks include healthy options, as parents are asked to provide their child with a small container of fruit each day. This avoids the risk of children being offered food which they may be allergic to. Milk is also available for children to drink at snack time.

Children keep fit by exercising on the equipment that is either set out for them to use in the hall, or the outdoor play area. In the hall children use a low beam to balance, pull and slide themselves along. Outside, children exercise their muscles by making pushing and pulling movements using the wheeled vehicles, or dig in the soil, as part of their gardening activities. Children participate in a range of games which involve them in using a variety of different movements. They can relax on the cushions in the book corner if they need to rest.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a warm and welcoming environment, where they are greeted by staff as they arrive. They use a spacious hall, which is well laid out to provide areas for different types of play. Children move around freely, choosing the equipment they wish to use. Resources are rotated regularly to maintain children's interest. The pre-school provide good quality toys and equipment, which are suitable for the whole age range.

Children are protected from harm, as effective safety precautions are in place. Risk assessments are completed daily to check that the hall and outside play area are safe for children to use. Staff carry out regular fire drills with children, and there is a secure system for their arrival and departure. However, there are currently some minor hazards within the setting. There is a potentially dangerous plant in the outside play area, and a set of ladders which are not secured to the wall are stored in one of the toilets. As a result, these impact on children's safety.

All staff undertake training in child protection, in order to safeguard children's welfare. If abuse is suspected, staff will follow the procedures stated in their policy. All concerns will be recorded. The supervisor will seek advice and report her worries to the appropriate authority when necessary.

Helping children achieve well and enjoy what they do

The provision is good.

Children all participate in the same activities at the pre-school, but at their own level. Younger children receive additional support from staff. The half termly planning for these children covers all aspects of the Birth to three matters framework. Staff regularly complete development

records for younger children, based on their observations. Children are encouraged to develop their independence as soon as they start at the pre-school, and as a result they approach staff and adults confidently. Staff are always ready to offer them reassurance and assistance when this is necessary. For example, one child that falls over and starts to cry is immediately cuddled by a member of staff, and offered their dummy as a comforter. Younger children show interest in developing their physical abilities. They enjoy balancing on a low beam, and are able to follow simple instructions. One child is able to slide along it, when asked to do so by a member of staff. Younger children benefit from being able to watch the older ones complete the tasks before attempting them for themselves. Staff ensure that there are always activities available that are suited to their needs, such as sand, water and games which are aimed at developing their skills.

NURSERY EDUCATION

The quality of teaching and learning is good. Nursery education is ongoing throughout each session, and children learn through free play, whole group activities, and small group tasks. Children are invited to participate in focused activities, but most of the time they choose what they wish to do. When the outside play area is open, children decide for themselves when they wish to make use of it. They are introduced to the activities that are available to them each morning at registration. Staff speak to children in a friendly manner, and give clear instructions about how to complete the tasks. They participate in most activities with the children. The work planned for funded children is based on the topic they are studying. The majority of staff have had some training in the Foundation Stage Curriculum, and are involved in producing the planning. The long term plans cover all aspects of the six areas of learning. There are plans for each half term, as well as weekly plans, which provide greater detail. However, these do not give information on how activities will be extended or adapted to provide for children's individual needs. Consequently, this impacts on children's learning, as new staff are not aware of all children's different levels of ability. Planning is evaluated at the end of each term, when it is discussed by staff. Parents are involved in children's learning, as they are asked to complete a family tree with their child, or bring in items from home.

Each child is appointed a key worker, who is responsible for making regular observations of the children allocated to them. These are dated and used as evidence to support the achievements recorded in their profiles. Observations are made while children complete activities, and during group sessions, such as registration time, when children answer questions addressed to the whole of the pre-school. Staff also take photographs and keep samples of children's work, which are cross-referenced to the achievements recorded in their file. Children's profiles show that they are making good progress in the Foundation Stage Curriculum. Staff use their observations to inform future planning, as it enables them to see the areas in which children are not making progress.

Children operate independently within the pre-school environment. When they have finished their painting they hang it on the drying rack, take off their own apron, and go to wash their hands, without the need for adult intervention. Children talk freely to staff, and start to organise their own games in the outdoor play area. They begin to show an understanding of what is fair. For example, a child playing on the computer tells a member of staff that they have already arranged which child is going to use the equipment next. Children show a sense of concern for living things. They discuss with staff where a snail they had found should be placed, in order to keep it safe. Children look at the life cycles of butterflies and frogs, finding out about how they change over time, and making models of them using malleable materials, such as play dough.

Children have access to a range of resources, including chalks, pencils and crayons in order to practise their mark making skills. They show an interest in books, as staff frequently share stories with them. Staff model how books should be used and introduce children to the language of stories. They encourage children to develop their listening skills, and engage them in conversations about things that have happened at home. Children have the opportunity to be creative and develop their hand-eye coordination while making their models. They delicately twist long pipe cleaners around a pencil to form the body of a snake, and fix small features, such as eyes and fangs in place with glue. Children sing songs together, adding the actions to accompany their rhymes. They repeat a range of hand and body movements, as they begin to develop a sense of rhyme and rhythm. Children learn songs that involve counting, and further develop their number skills through everyday activities. For example, they count and compare the number of boys and girls present each day, and play number games, such as hop-scotch, in the outdoor area.

Helping children make a positive contribution

The provision is good.

Children are all treated equally by staff, and given some individual attention. There are a wide range of resources to promote children's understanding of diversity. The pre-school celebrates festivals from different religions and cultures, to make children aware of the world around them. Staff discuss children's individual needs with parents when they start at the pre-school. However, they do not ensure that all children's records contain this information, which impacts on their wellbeing. Children with learning difficulties and disabilities are well integrated into the group. Staff liaise with other professionals involved in their care, to enable them to follow any recommendations they make.

Staff are consistent in their approach to managing children's behaviour, and encourage them to take their turn and be polite to others. Staff step in to resolve children's squabbles before they develop into arguments. For example, one child who has snatched a sheet of paper from someone else is persuaded to give it back and take another piece, as there is plenty available on the table. Any serious concerns about behaviour are reported to parents, so that they can all use the same strategies, to ensure continuity of care. Children form firm friendships at the pre-school, and engage each other in conversation as they complete activities. This is encouraged by staff, as they talk to children about the visits they make to each others homes. Staff appoint a child as special helper each day, which gives them a sense of responsibility, and raises their self-esteem. The setting fosters children's spiritual, moral, social and cultural development.

The partnership with parents is good. The notices staff display for parents provide them with all the necessary information about the group. They receive regular newsletters from both the committee and the staff of the pre-school. These inform them of trips, holiday dates and give details of what children are currently learning. Parents are made to feel welcome by staff, as they are available to speak to them at the beginning and end of each session. There is an effective settling in procedure, and parents can bring children along to experience the pre-school routine before they start attending. The group have an efficient complaints procedure in place, which is in line with current regulations. Parents are provided with the opportunity to arrange a date and time each term to see their child's key worker. At these meetings they discuss their child's progress and look at their records. A copy of the planning and details of the Foundation Stage Curriculum are displayed for parents to see. The curriculum is explained to parents when their child is registered at the setting. There is a parents rota to encourage them to be actively involved in the setting. They are also welcome to share their skills and knowledge with the

group. Parents are pleased with the care and education provided for children, and believe that they receive plenty of feedback about their child's progress.

Organisation

The organisation is good.

Children benefit from being cared for by well qualified and experienced staff. There is an appropriate recruitment and induction procedure in place, and effective contingency arrangements to provide cover staff when any are absent. Several members of staff are currently undergoing training, and the supervisor encourages them to keep their qualifications up to date. There is an effective registration system which shows children's times of arrival and departure, and their records are stored securely, to ensure that confidentiality is maintained. There is an extensive range of policies in place, which are always available to parents and staff.

The leadership and management of the setting is good. The supervisor plans staff deployment, and there is a rota showing what they are responsible for each day. The duties are rotated to ensure that staff have an opportunity to experience all areas of work. They cooperate well with each other, and work together as a team. The supervisor speaks to individual members of staff at the start of sessions, to make sure they are aware of their responsibilities. As a result, the morning flows smoothly, and staff work efficiently, without the need for further supervision. The setting is effectively organised, with the committee having clear areas of responsibility, including fund raising and assisting in recruitment. The pre-school has considered future changes, and a development plan is in place. Staff meetings are held each half term, to discuss planning and any issues that have arisen. However, the weekly planning currently lacks detail of how activities will be differentiated to meet the needs of all children. The supervisor discusses training and other issues with staff during the course of the year, but there is no formal appraisal system in place. Consequently, staff are not provided with regular opportunities to discuss their future development. The setting meets the needs of the range of children for whom they provide.

Improvements since the last inspection

The last care inspection recommended that the pre-school ensure hazards are minimized, that they clarify the sick child policy, and ensure that it includes a procedure to follow if a child is taken ill. It also recommended that they have a procedure to follow in the event of a child protection allegation being made against a member of staff.

The pre-school has now removed the hazards present during the previous inspection, such as frayed rugs, to ensure the safety of the children. There is a clear health and safety policy in place, explaining when children should not attend due to ill health, and the procedure that will be followed if they are sick during a pre-school session, to protect the wellbeing of all. The child protection policy has a section relating to allegations made against a member of staff, in order to safeguard children's welfare.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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The quality and standards of the nursery education are good.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure the outside play area and toilets are free from hazards
- ensure that children's records give details of their individual needs.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure the weekly planning shows how activities will be extended or adapted to provide for children's individual needs
- ensure that a system for regular staff appraisals is established.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk